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The Traditional Liberal Arts College

Journal of EDUCATION

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Wholesome Resolution

THE New England School Superintendents Association and the New England Teacher Training Association passed the following resolution unanimously. This undoubtedly represents nine-hundred-and-ninety-nine thousandths of the intelligence of New England:—

"Whereas certain statements have been made regarding the status of women teachers in public schools, be it

"Resolved, that the superintendents of New England reaffirm their confidence in the women teachers of our public schools, believing that they are showing marked qualities of leadership and inspiration and are training their pupils to think and act and ultimately to bring about keener public sensitiveness to the appeal of great moral issues."

Massachusetts School Masters

ONE of the multitude of creations of modern education, within six years of 1870, is the Massachusetts Schoolmasters' Club, which should be given rank with other notable creations of that period which really made the crude public education of thirty years before modern education, which has gone steadily forward for sixty years.

James E. Downey, president this year, is a vital demonstration of the spirit of the achievement age of the present decade. He is an all-round leader of education with the confidence of students, of all classes of teachers, of the School Board and of the public, a man with professional vision as broad as it is high.

The membership has always been limited, and the members are a selected group of purposeful men.

"Public Safety and Accident Prevention" is the designation of the new course in the state schools of California.

Noble Kansas City

AS FURTHER demonstration that the vicious attempt to prejudice the voters against the integrity of city boards of education is resented, is the vote of Kansas City, Missouri, on October 19, when on recommendation of Superintendent George

Melcher and the Kansas City Board of Education they voted a five-million-dollar school bond issue by a vote of eight to one (42,716, yes; 5,206, no). This was the largest vote ever cast on any bond issue in the city, and the largest affirmative vote ever cast in any Kansas City bond election. This was also a decisive vote of confidence in the board of education, of its superintendent and other officers, and of the schools, principals, and teachers as a whole.

Oakland's Appreciation

THE Oakland Post-Enquirer recently paid its respects to the schools in noble fashion: "Greater Oakland is proud of its fine factories producing so many things that men and women need, but we are now proud of our schools that produce education, equipment of the mind more important and valuable than anything else men and women need. Education is the first business of this community. It is the most important single business enterprise of this community. It involves the largest investment, the biggest pay roll. It gives to the world a product incomparably valuable. Educational processes made possible by our modern schools make education more interesting and valuable than ever."

University Professional Service

BOSTON UNIVERSITY is magnifying practical professional service, which has helped to increase the registration in the School of Education this year one-fifth.

It has had a successful and useful Connecticut Valley Summer School at Springfield, and it has a degree earning course for elementary school principals.

By invitation of the officers of the Massachusetts Elementary Principals Association the School of Education will continue to operate in 1929-1930 a program of studies for the special service of elementary school principals. The association has selected the courses in conference with the School of Education.

Wide-Awake Arkansas

THE salary of the state superintendent of Arkansas has been raised from $3,600 to $5,000.

A requirement was set up, according to which future state superintendents must have been engaged in public school work the five years next preceding their election and must have a bachelor's degree or its equivalent from a college or university recognized by the North Central Association.

The power of county boards of education was considerably enlarged in the matter of effecting consolidations. They can now dissolve a school district without election or petition when the average daily attendance for the term is below thirty, and when high school privileges can be extended to the pupils in the dissolved district by annexing the territory to another district.

An optional county unit law was enacted. Under its provisions a number of counties in the state will organize as county units. The principle of the county unit has been legally established.

There is an appropriation of a million and a quarter dollars as an equalization fund, and the State Department has begun to extend aid to those districts unable to maintain a minimum of eight months school with an approved teacher.

Joseph B. Egan's Books

NO ONE has written for boys and girls, through their teachers and parents, with greater skill, with higher literary art than has Joseph B. Egan, whose "Character Chats" in the Journal of Education rival the best writing of O. S. Marden in his prime or any other American genius.

"Wings of Flame," Everyday Fables* contains more than one hundred and thirty new captivating stories each of which carries a flaming message on the wings of hope and joy. The humming bird's humming is caused by the tiniest of wings that flutter nearly a thousand times a minute. Joseph B. Egan's one hundred and thirty humanized flaming messages are heart thrills that cannot be counted as they hum their faith and love, which are much more effective than appalling preachments that aim at fame but do not enflame character aspiration.

We can imagine no Christmas greeting in any home being more appreciated than these "Wings of Flame."

*John C. Winston Company.

Ann Arbor's Welcome

THE School of Education, Michigan State University, J. B. Edmonson, dean, is very much a state education affair. It makes every city and county feel as though the School of Education wanted to render a genuine personal professional service. A welcome feature is the faculty table in the main dining room of the Michigan Union, where any school man in the state who has occasion to visit the University feels as much at home as though he were one of the faculty.

The International Congress of Psychologists registered 950 psychologists from twenty-six countries at its ninth annual meeting at Yale University this month. This Congress of Psychologists is the result of the vision and devotion of J. McKeen Cattell, editor and publisher of "School and Society," New York, who is its president.

Belding's Page

MOTORIZED AMERICA

THE automobile has so revolutionized conditions in America that a different sort of individual is needed to fit the new environment.

Clearly the pedestrian has to be more watchful and more agile than in the past if he is to survive. He requires better eyesight and better hearing. He must not grow aged and infirm. The pedestrian with impaired powers is in constant danger.

Motorists themselves have had to acquire new skills before they could become motorists. Every additional car on the road increases the demand upon the hand, the head and the conscience of all motorists.

Everybody knows the troubles and tragedies that come from motorists who do not measure up.

The automobile has caused vast alterations in business. People who ride in motor cars do not wear out so many shoes. That affects the shoe business. Also people go without things they might otherwise have and enjoy, in order to meet the payments on cars. Trucks and automobiles have hurt the railroads and the street car lines. Because of the motor cars and the business upheavals caused by them, the individual of today has to be capable of readjustment. He must be able to change from one industry to another. He must be flexible.

The automobile necessitates a clear head—hence is the one irrefutable argument for a "dry" America.

Education, the miracle worker, should have begun years ago to prepare the individual for life in the automobile age. Perhaps education would have done so, had it foreseen what was coming. The public schools of today devote no small part of their time to instruction in safety. Some training is given in self-control, courtesy, and respect for the rights of others. The automobile has placed so dangerous an implement in the hands of the evil-minded—note what it has contributed to criminals—that mankind must be renovated and remodeled or take to the woods. His chances are not very good there, for some tourist may drop a lighted match or cigarette.

The automobile has created a great many very serious problems—chief of which is the need of a different type of individual. To some extent the machine itself is remaking mankind. But the machine's method of schooling is cruel and marked with many failures. The machine alone cannot discriminate between the fit and the unfit. It as quickly slays the one as the other.

Human intelligence must take a hand in guiding the revolution which the automobile is producing.

THE WORK-GETTERS

IN ALMOST every high school there is one teacher who succeeds in getting pupils to study faithfully. Other teachers would like to know the secret of how it is done. They never will quite do so. The answer can be given in a word, but that word, in turn, will need defining. The answer is—the teacher's personality. And now what have you?

Generally, the teacher who gets plenty of real work out of pupils is one who sets an example of industry and thoroughness. No class is going to work hard for a teacher who is obviously lazy and indifferent. No class will strive for scholarly thoroughness to please an unscholarly taskmaster. A teacher's example of businesslike endeavor helps to create an atmosphere in which work is natural.

It is noticeable, likewise, that the teacher who awakens effort doesn't keep hammering and nagging to get it, but takes it for granted and expects it. There is surprise when pupils are unprepared. There is no surprise when they have mastered the labor that was set before them.

To set a high standard for one's self and to expect boys and girls to emulate that standard, is surely an important part of the formula.

Appreciation of exceptional attainments is another element.

A peculiar fact is this: that the teacher who makes pupils work hard is more popular than the one who lets them shirk. Teachers who yearn and strive for popularity generally make the mistake of being too easy. Young folks like to be held up to their best endeavors. They do not really respect a teacher who lets them loiter on the road.

Pupils have such an uncanny way of examining the whole teacher. They can distinguish sincerity from sham. They can identify kindness, and can tell the genuine jewel from the paste imitation—the sort of softness which pretends to be kind in order to attain a popularity coveted for selfish reasons.

Unconsciously or subconsciously, the pupils size up every teacher. They decide which are the true blue, the good scouts, the worthy leaders. These they follow loyally and admire greatly.

Happily, there is a great deal of genuine character in a large majority of teachers. The nature of their vocation is such that it does not attract so many of the self-seeking type as of that other type which is willing to make sacrifices in the shaping of a wiser and a better world.

Anson W. Belding

Associate Editor.

Educational Trails In American History

By A. E. WINSHIP

Chapter VI—Modern Education—I

MODERN education was brilliantly put on the trail of education in history following recovering from the ravages of the Civil War.

Twice only has public education been adequately sold to the American people. First, by Horace Mann after Federal education had bridged the chasm between colony education of one hundred and eighty years, from British colonies from 1607 to the close of colony life.

Public education then meant financial support by a larger unit than the local school, and legislative control of education.

Public education until after the Civil War never quite accepted uncomplainingly public taxation for high school education and never welcomed any innovation that was not fundamental in its nature in the lower elementary grades and quite scholastic in the high schools.

American education did not ripen until after the country began to recover from the effects of the Civil War. Fruit does not flavor till it ripens and fruit never ripens till it is full grown. There is nothing to ripen until fruit ceases to grow. Fruit is hard, sour and puckery so long as it is growing. When it ripens it reveals the characteristics of its special inheritance.

It required half-a-century for the pollen of Federalism to find its way to the deep-seated prejudices of the Colonies, and fertilize them with the spirit of public education.

Social, professional and religious relations were more acidifiable than amiable while public school sentiment was getting its growth.

Public education ripened readily when the industrial and commercial, civic and social climate was favorable as it was in 1867-1877, and the education flavor was delicious.

It would be impossible to appreciate the significance of modern education without the setting. There was a remarkable group of famous men of commanding influence from 1867 to 1877, all of whom were born in the first decade of the century, 1802 to 1811.

Mark Hopkins, born in 1802, was a professor or president of Williams College from 1830 to 1887. Ralph Waldo Emerson and Samuel G. Howe, both born in 1803; Henry Wadsworth Longfellow, born in 1807, was a college president the year Horace Mann was elected to the Massachusetts legislature. John Greenleaf Whittier was also born in 1807. Oliver Wendell Holmes, born in 1809, and Frederick A. P. Barnard were both college professors before there was a State Normal School in the New World. Asa Gray, born in 1810, was a Harvard professor in 1842; Louis Agassiz, born in Switzerland in 1807, was a Harvard professor in 1848. Henry Barnard was born in 1811.

There were no important forces before the Civil War that were functioning educationally for many years after the war comparable to those born between 1802 and 1811.

Modern education in America was stimulated by influence in Europe. Huxley and Darwin were challenging tradition in science. Pasteur and Lister were making famous revelations, and Herbert Spencer was equally heroic in pedagogy.

The Old World and the New were ablaze with wonders when American Education became modern.

America reacted promptly to the stimulant of the leaders from 1802 to 1811, and to the inspiration of England, France, and other activities of the Old World.

There were one hundred and seven colleges and universities created in the United States in six years from 1870. There were twelve State Universities created in New England, in the Atlantic South, in the Gulf States, in the Middle West, in the Border States, in the Inter-Mountain States, and on the Pacific Coast.

There were eight State Agricultural Colleges and eight State Industrial Institutions.

In the one hundred and seven created colleges, every section of the country was abundantly represented, and some of the famous institutions were among these colleges, such as the Massachusetts Institute of Technology, Johns Hopkins University, Cornell, Vanderbilt, Boston University, Swarthmore, Boston College, Bates, Cincinnati University, Carleton, Colorado College, Olaf, Wooster and Syracuse. Among the important colleges and universities were Vassar, Wells, Wellesley, Smith, and Pennsylvania, for they were epoch-making. Oberlin in 1833 had forty-four men and fifteen women; eight of these women were from the East. In 1840 there were four women graduates at Oberlin.

The new college presidents were as suggestive of modern education as were the new colleges. Andrew D. White at Cornell in 1867, James McCosh at Princeton in 1868, Charles W. Eliot at Harvard in 1869, and James B. Angell at the University of Michigan in 1871 were an epoch-making group. In order to appreciate what this really signified we need only call attention to what it meant for President Eliot in the near future to bring into the faculty men like John Fisk, George Herbert Palmer, Barrett Wendell, William James, Josiah Royce, Henry Adams, and Charles Eliot Norton.

It is doubtful if the famous inspiration of Horace Mann would have kept the trail of education in history had it not been straightened, broadened, and re-surfaced by modern education.

Administrative leadership was an important feature of modern education. William T. Harris, superintendent of St. Louis from 1867 to 1880, was the pioneer in professional supervision. He was a scholastic, philosophical and inspiring leader. His thirteen annual reports as superintendent are only surpassed in value by those of Horace Mann. The reports of Dr. Harris were in striking contrast with those of Horace Mann. He wrote as an active city superintendent, from close personal experience with every phase of classroom work, primary, elementary, and high school, and as a leader of teachers and local school officials.

Unfortunately, Mr. Mann had no personal experience in public schools, was never a leader of teachers in service and what will always be inexplicable, seems to have had no personal acquaintance or influence with Mark Hopkins, Henry W. Longfellow, Oliver Wendell Holmes, Frederick A. P. Barnard, Louis Agassiz or Asa Gray, all of whom were college professors when he was secretary of the Massachusetts State Board of Education.

Mr. Mann had the intimate, ardent, devout friendship of the brainy leaders of progress in thought, civically and socially, of his day, men like Edward Everett, Charles Sumner, Josiah Quincy, Rufus Choate, Samuel G. Howe, Edmund Dwight, Martin Brimmer, and Robert Rantoul. He had a vision of education that would create an America worthy the appreciation of such men. His first five annual reports are still functioning in the aspiration of progressive American schoolmen.

In distinction from that is the universal, reverent, ardent professional following that Dr. Harris had from 1867, when he became superintendent of St. Louis, to his retirement as United States Commissioner of Education in 1906.

In 1880, the year that Dr. Harris retired from the superintendency of St. Louis, George Howland became superintendent of Chicago, and for twelve years his annual reports were the ablest school reports of those years.

It has high significance that from 1867 to 1892, the years when modern education functioned, St. Louis and Chicago had professional administrative leadership.

In those years when modern education was blossoming, James A. Garfield, Emerson E. White, B. A. Hinsdale, and a noble army of men and women in Ohio came into national prominence and leadership.

In those years Newton Bateman, state superintendent of Illinois, was one of the most famous creators of a state system of education the country had known since Horace Mann's day.

At the same time John Swett was creating a remarkable state school system in California, and placed himself among the eminent leaders in modern education. [COPYRIGHT]

The Impossible

By JUDD MORTIMER LEWIS

I wish I were an artist, inspiration in my brush.
And I wish I had the rose-tint of a Southern morning's blush
For my color; and the redness of the sunset for my red;
And for blue the sky's own blueness as it arches overhead;
And the yellow of the noonday to spread daringly and bold
On my canvas till my picture should be yellower than gold;
Then, with all my brushes ready, with my canvas stretched and clean,
I'd fill in the grandest picture that the world has ever seen!

I would take the brightest blueness I could pilfer from the skies
And would mix it full of sunshine for a little baby's eyes;
I would take the tint of morning from the highest mountain peaks,
With two darling little dimples I would fashion it for cheeks;
I would take the brightest scarlet that the sunset's arrows tips
And would mix it full of laughter for a little baby's lips;
I would take the warmest yellow that the summer sun has spread
And would twist it into ringlets for a little baby's head.

Then the world should see a baby, sitting happy on the floor;
With a little bunch of playthings scattered just inside the door,
And above it a young mother with the lovelight in her eyes,
And—but what's the use of wishing?
Never on the seas or skies
Has there ever shone the brightness that could limn the mother-look!
One might almost paint the music of the singing of the brook,
One might almost paint the sweetness of the mocking bird's glad song,
But the mother-love—no canvas in the world could hold it long!

I am glad I am no artist, with the blueness of the sky,
With a tube of every color, I would try, and try, and try
For the thing most worth the painting till my spirit would grow faint,
And I'd sit all old and wrinkled 'midst my twisted tubes of paint
Trying, trying, trying, trying for the look that only lies,
When her baby looks up smiling, in a youthful mother's eyes.
Better be one of the millions in the grinding toil for gain
Than to be an artist striving for what art can ne'er attain.

—Houston Post-Dispatch.

Education Needs Wings

By SAMUEL ENGLE BURR
Director of Research, Lynn (Mass.) Public Schools

JACK is a typical nine-year-old boy in a third-grade class. Two years ago, when he was a first-grade pupil, his mother came to the teacher soon after the term started and demanded to know why her boy did not have a "reader" to study at home. She and her husband had been given readers on their first day at school, she related, and it was their idea that Jack should be treated just as they had been.

Ordinarily, most parents are anxious to have their children profit by all the modern educational methods to which they can be exposed. Most teachers, however, especially in the primary grades, come into contact with one or two fond mammas or nervous fathers who have a constant fear of everything based upon present-day trends in educational philosophy or psychology. Anything which is "new" is regarded with immediate suspicion.

Jack's mother was an especially obnoxious example of this general type. In her initial visit to the first-grade teacher she had remarked about the movable desks and little chairs—"What kind of furniture is that, some new fad?" was her comment on that occasion.

After numerous visits to the first and second-grade teachers, while Jack was in those rooms, and a few which have already been made this year in grade three, she has become accustomed to seeing movable furniture and to knowing that some reading lessons can be prepared by the children in the classroom. Her present crop of caustic and exasperating remarks are directed toward folk-dancing, mimetic exercises, creative art, and creative music for a nine-year-old boy.

Apparently the process of questioning every unexpected new technique will continue indefinitely, or at least as long as her child remains in the public schools. Her basis of comparison is always with conditions as they existed when she went to school thirty years ago.

MANY FEAR NEW TENDENCIES

We have entirely too many of these people with us—people whose educational ideas and ideals are shaped entirely upon the memory of their own school days. As a result of their conservative influence and their destructive remarks, our schools are always held back a year, or a decade or even more, from the progressive development which they should have. Not all of the reactionaries are parents either, not a few being teachers of the old school, or even young teachers who have come under the stunting influence of well-meaning but poorly equipped normal school instructors.

These people live in the age of the radio, the talking movie and the airplane. Their children—Jack, for example—will see even greater scientific advances and much more wonderful inventions which are bound to come during the remaining years of this twentieth century. Yet they continue to judge education and the public school system by the type of pedagogy which was in vogue when electric street cars were a novelty and when Hollywood was unknown to the world. Much has happened in science, in transportation, in economics, *and* in education since the year 1900. But these people persistently fail to realize that in our schools today we are furnishing education to a generation which will fly.

The airplane will annihilate distance, overcoming artificial boundaries and natural ones as well. It will exert a mighty influence upon industry and government. Even religion and the arts will feel its effects. It is said that in America today, one-quarter of our people are engaged in occupations which did not exist a quarter century ago. Due largely to the development which air transportation will have, the same will very likely be true again in another quarter century. Surely such great changes in all other fields must demand equally far-reaching advances in the field of education, and the public which supports our schools must come to expect this.

RECENT CHANGES ARE FUNDAMENTAL

Sometimes people claim that they do not see such vast changes going on—that the world really moves very, very slowly indeed, and that education should be most conservative in the changes which it accepts and advocates.

Yet how truly great have been the changes that have come about within the memory of the present generation. Practically every reader of this article has witnessed the entire history and development of the automobile, the moving picture, the radio, and the airplane. Almost everyone who was born before January 1, 1900, can recall the eagerness with which the first auto ride was awaited. These same people can also recall the wonder which attended their first attendance at a flickering exhibition of the movies in a local nickelodeon. The change from cat-whiskers and crystals of galena to all-electric radios costing hundreds of dollars has come about in a decade, while in many homes there can be found several sets of ear-phones which were the only means of transmitting the radio sounds to the ear before the evolution of the practical loudspeaker, less than five years ago. As for the airplane, most people are still looking

forward, with mingled feelings of delight and fear, to the day of their first flight.

These are only the outer evidences of more pronounced changes, however. These agencies, the auto, the movie, the radio, and the plane, have made possible very significant changes in law, politics, morals and religion. The American home of today is a different social institution than the American home of 1900. The present-day American church is not the same in its attitudes and methods as that of 1900. And certainly the American free public school of today cannot afford to maintain the same type of standards, methods or purposes that characterized that institution a quarter century ago.

While claiming that changes must be expected, no claim is made that all the changes which have been made have been for the best.

There are some fads in education as there are in dress, in morals, in politics or in any other field. It is no proof of worth to say that a method or technique is *new*. But the trouble is that some people, and Jack's mother has been used as a shining example of the group, seek to condemn everything which is new or different. To this group, anything which they have not heard about in education, anything which is different than the school processes which they experienced, is a fad. It is this attitude which should be condemned.

If these people are so fond of the "good old days," just because they are old, apparently, for there is not proof that they were so outstandingly good, then let them be consistent. Anyone who does not expect to see changes and innovations in our public schools has no moral right to ride in an automobile, to use a telephone, to send a letter by air-mail, or to tune in the radio when he reaches home at night. He should drive a horse to his office, wear trousers creased at the side, and force his wife to keep her hair long, wear a bustle and sew by candlelight.

There can be no doubt, as a result of recent educational research activities, which include objective measurements of all sorts and kinds, that education is advancing as fast as the physical sciences are advancing, in spite of those who attempt to hold it back in the ruts of thirty years ago. This advance must be maintained and accelerated. Today we are educating, in our schools, a generation that will fly. We must seek to find methods that are not merely new, but that are better than the old. We must be tireless in our search for improvements which will allow education to keep step with the material progress of the age.

The Traditional Liberal Arts College

By JOHN T. WAHLQUIST
Cincinnati, Ohio

THE traditional liberal arts college has its back to the wall. It is the purpose of this paper to enumerate and evaluate the forces which would limit its influence and growth. These may be summarized as follows: 1. The growth in professional education. 2. Distrust in the liberalizing effect of the traditional curriculum. 3. The dominant utilitarian motive in American life. 4. The changing school population. 5. The reorganization of secondary education. 6. The emergence of the junior college. 7. The demands of the university. These will be discussed in the order named.

I
THE GROWTH IN PROFESSIONAL EDUCATION

In the language of Showerman, "Wave after wave of invasion has beaten upon the college. Outlander after outlander has bargained or forced his way within the walls and settled there, until the original stock is sometimes hard to recognize."[13]

Pre-professional work is finding a very definite place in the so-called liberal arts college curriculum. There are many reasons for the trend. James says the inclusion of the pre-medic program, etc., is to "stimulate the sense of professional solidarity, to set off these students with a definite professional aim from the presumably aimless drifters who are merely seeking a liberal education as such without reference to a profession."[14]

A statement more widely accepted is that the professional student, for example, the engineer, has no time for liberal courses. As Judd notes, there is a determination on the part of students to secure professional credits during the college period.[15] Moreover, the number of careers requiring professional and technical courses has increased rapidly in the last few decades, the list now including: Agriculture, medicine, dentistry, pharmacy, law, engineering, social service, business, fine arts, education, journalism, and subject specialists.

Such students often express frank disdain for "useless subjects." This in James' opinion contributes "to the development of the prevalent inferiority-complex under which the true arts college student is likely to labor in our great universities,

13 Showerman, Grant, Heckling the College, Wisconsin Alumni Magazine 28:4.

14 James, Herman G. The Doom of the Arts College. New Republic. 51: 96-99. June 15, 1927.

15 Judd, Chas. H. Remaking the American College. New Republic 46: Part 2, 247-249, April 14, 1926.

especially our great state universities."[16] Meiklejohn recognizes this tendency which "characterizes the belief in a 'liberal education,' separate from and independent of vocation and professional study, as an idle creation of dream and fancy."[17]

Consequently, there is a tendency for other students besides the professional group, which is an ever increasing one, to turn away from the traditional arts curriculum.

This force is so potent that a college which does not offer pre-professional courses loses a large proportion of its student body at the end of the sophomore year. The school which does add these courses becomes less and less of a "liberal arts college."

Koos' study reveals accommodations in the nature of a compromise on the length of the liberal or non-occupational curriculum which he classifies under six main headings: "(1) Affiliations with universities to give combination arts professional curriculums, with the first three years in attendance at the college; (2) arrangements to give bachelor's degrees when the latter portions of the four-year period are spent in professional or technical schools elsewhere; (3) pre-professional curriculums two or three years in length without announced affiliation; (4) four-year professional curriculums, such as business administration, engineering, and home economics; (5) professional names in the titles of departments; and (6) professional courses in departments bearing liberal arts titles."[18]

To some it may appear that any trend toward the elimination of a broad liberal arts foundation in advance of professional training should be recognized as "a temptation upon the part of modern civilization to sell its birthright for a mess of pottage."[19]

The desired academic training is probably to be found in the reorganized secondary school and in the new junior college, except for the group of subject specialists who must study in a liberal arts college or go directly into a great modern university.

II

DISTRUST IN THE LIBERALIZING EFFECT OF THE TRADITIONAL CURRICULUM

Closely associated with the growth of the professional spirit is the distrust in the liberalizing effect of the traditional curriculum. In the opinion of many, a liberal education should link up with contemporary life and its attendant problems, and this the traditional arts education does not do. "Our liberal college curricula . . . have been largely determined for us by the ancient classical traditions and the psychological theory of discipline,"[20] The language mastery lost much of its value with the adoption of the vernaculars following the Reformation, and the psychologists have repudiated the high claims for formal discipline. Whereas, the arts course at least twice found its greatest objective in the effort to adapt to existing conditions (in Greece and in the Renaissance), it is now a shell worshiped for itself, not for its value.

Rainey's statement is to the point: "In diagnosing the malady of the liberal arts education, therefore, I should say first of all that it has ceased to be *liberal*. It has lost the true meaning of the word. The great problem that we are confronting with respect to liberal education is that of restoring it to its original meaning and purposes."

Whether or not a restoration is in order, or possible, is doubtful. The demands of society have brought about changes in the schools. Is it possible that the "people's college," i.e., the American secondary schools, presents the "liberal" education denied in the liberal arts college?

Briggs[21] takes the position that not all, but most enduring interests are initiated between the ages of ten and fifteen. The obligation to stimulate interests, which he views as the essence of liberal education, is then placed upon the high school.

III

THE DOMINANT UTILITARIAN MOTIVE IN AMERICAN LIFE

Orton notes "the emergence of a spirit positively and absolutely hostile to all that education in the old sense was supposed to stand for."[22]

Ross has characterized the present day as "the age of the business man." He states that "Professional men enjoy no such undisputed community leadership as they did two generations ago."[23]

Undoubtedly the utilitarian motive dominates American life and is reflected in the low esteem in which certain "learned" professors are held. Yet, the heavy registration for professional studies indicates that certain professions have wide appeal. Is this to be explained on the basis of monetary returns anticipated, or is there not something more fundamental? Why do students rush into medicine, dentistry, pharmacy, architecture, and journalism? Are all such in search for gold? If so, why "prospect" in these lines? Or does the student recognize that such training relates to modern day life? After all, is the utilitarian motive necessarily a bad one?

Meiklejohn believes that the real purpose of the early American college was not the education of men to be ministers but the education of "ministers to be men."[24] At any rate, prospective minis-

16 James, Herman G. loc. cit.
17 Meiklejohn, The Liberal College. p. 15.
18 Hudelson, Earl, et al. Problems of College Education. p. 383.
19 Finney, Ross L. A Sociological Philosophy of Education. p. 350.
20 Rainey, Homer P. The Crisis in Liberal Education. School and Society Vol. XXVIII, No. 714, Sept. 1, 1928.
21 Briggs, Thomas H. Interests as Liberal Education. Teachers College Record. May, 1928.
22 Orton, Wm. The New Republic 46, Part 2, p. 236-738, April 14, 1926.
23. Quoted by Orton, ibid, p. 236.
24 Meiklejohn, Alexander. op. cit. p. 21.

ters received the major attention. He also admits that "the education which the college gave was regarded as of value to a man whatever the profession into which he might go." [25] To certain persons these statements may indicate the presence of a utilitarian motive in these early days, the students dividing obviously into two classes, a professional group and a "pre-professional group." Meiklejohn's query is: "Of what professional schools is it true today that candidates of other professions go to it for training?" [26] The answer probably is that the students of today get the same "pre-professional" training in high school. At any rate, the secondary curriculum of today and the college curriculum of yesterday hold much in common.

The gradual drift toward the professional school may not be so much an expression of the utilitarian motive (in its worst aspect), as an indication of the ability of the modern youth to see and select an opportunity for service. This would indicate that much of the work of the traditional liberal arts college has already been done. The student, somewhere, most likely in the new secondary school, has been "inspired" and the way has been "pointed out."

IV

THE CHANGING SCHOOL POPULATION

According to Williams, "Only . . . 30 per cent. of the entering group (those entering college for the first time) are capable of using the college opportunity, and gaining by merit the learned degree (bachelor of arts)." He adds: "What about the 70 per cent. not destined to become scholars? . . . The college with its traditional curriculum of arts and sciences has little to offer them." To crown one of this latter group (with the laurel of the bachelor of arts) is it to cheapen the college product and to confuse the college purpose. "Why not retain them and provide new types of college activities? Why not create the degree of bachelor of citizenship?" [27]

One wonders just how serious Mr. Williams is. At any rate, the point is well taken. The presence of such a heterogeneous group of students, with such diverse interests, will break the traditional arts curriculum, or lower the standard of the school. We hear already: "What is college-bred?" Answer: "The four-year loaf."

Those persons whose ambitions are outside academic circles will rightly demand some modification of the required course. If their needs are not met in the so-called liberal arts college, they will go to the university proper. Koos's study, cited elsewhere, indicates that the traditional curriculum is giving way.

25 Ibid, p. 20.
26 Ibid, p. 17.
27 Williams, J. T., The New College Degree. School and Society, 28, p. 383-386. September 29, 1928.

V

THE REORGANIZATION OF SECONDARY EDUCATION

Koos notes: "Biographers of our earlier poets are accustomed to point out, sometimes as though it were an indication of extraordinary precocity, the early ages at which these poets entered college. Emerson and Lowell, it is reported, entered Harvard as freshmen when they were fourteen and fifteen years of age, respectively. Bryant and Longfellow were admitted to college as sophomores when fifteen years old. . . . These ages, while not exactly typical for their generation, were sufficiently common to detract measurably from the feeling of awe which they inspire in the minds of those unacquainted with the facts." [28]

Koos then reports a study of the subjects offered in three early colleges, Amherst, Williams, and Yale, and notes the depression of the course materials into secondary-school offerings. "English grammar, geography, arithmetic, algebra through quadratics, plane geometry, ancient history, French and German, and English literature were all inheritances from college curriculums. The first three subjects continued their downward course until they reached the elementary grades. Most of the other courses have found a place in the first two years of the four-year high school. Nor does this complete the narrative of the downward progress of courses formerly peculiar to the college. Many other courses . . . either accompanied those named or followed them in due course, among them being rhetoric and composition; such courses in mathematics as solid geometry and trignometry, and occasionally college algebra and analytic geometry; many courses in science, such as physics, chemistry, and biology; economics; sociology; and several of the courses in history, such as American, English and European. What a sound basis they have who refer to the high school as the people's college; with so much of its total offering inherited from the standard college." [29]

A report is then made of a study of the textbooks in use then and now in English literature, rhetoric and composition, plane geometry, physics, chemistry, general history, American history, and economics, with this general conclusion: "Each of the comparison essayed tells essentially the same story, namely, that the subjects and the courses have experienced no apparent dilution during the process of depression to lower years in the school system. On the contrary, among the courses considered there are some, such as plane geometry and American history, which have been notably extended as to content and even strengthened as to difficulty during the period of downward trend. All of them are much enriched as to nature of content and improved as instruments of education." [30]

28 Hudelson, Earl. et al, op cit. p .135.
29 Ibid, p. 136.
30 Ibid, p. 136-137.

The organization of the junior high school, which lengthens the traditional secondary period two years, has depressed traditional subject-matter into even lower grades. For example, algebra, plane geometry, foreign languages, "natural sciences," etc.

Meiklejohn's statement of the liberal school as one which "takes as its content those activities which all men carry on, those deeds which a man must do in virtue of the fact that he is a man," might well be applied to the modern high school, otherwise known as the "people's college." [31]

The aims of secondary education as stated by the Commission on the Reorganization of Secondary Education,[32] viz., health, command of fundamental processes, worthy home membership, vocation, civic education, worthy use of leisure, and ethical character, have the advantage of being more specific. Furthermore, the ideal is to have each subject and every portion of each subject taught contribute to one or more of these goals. Nothing is said about "art for art's sake."

The implication is that the growth of liberal education on the secondary level is rendering the traditional college education less necessary. However, the complexities of modern life require additional special training for leadership in any given line, professional or academic. This training is to be received in the great professional schools and universities, respectively.

VI

THE EMERGENCE OF THE JUNIOR COLLEGE

Cowling recently said: "There is an intermediate period during which he needs to be treated by methods which are neither those of the high school on the one hand nor of the university proper on the other. It is with this transition period that the college (liberal art college) is especially fitted to deal." [33]

A better statement could not be made of the aims and purposes of the junior college, the most formidable foe of the traditional arts college. "For this new organization, the junior college, virtually within a period of fifteen to twenty years to increase the count of its representatives to the number of half the total of four-year colleges and universities is nothing if not extraordinary." [34]

The advancing age of the college entrant, the increasing extent of the preparation required, the downward shift of the materials of instruction, the changing organization of the college curriculum, the vocational bearing of the major, the occupational destination of college graduation, and the accommodations which are in the nature of concessions to the demand for earlier professionalization constitute "the irresistible forces of reorganization." [35]

Koos concludes: "Some of our higher institutions, among them both colleges and universities, on account of the grip of tradition and a selected persisting clientele, will doubtless be able to withstand for a long period the forces of reorganization. . . . It is not likely, moreover, that there may be a place in the American system for a small proportion of institutions of the type that assumes the longer period of unapplied training before entering upon the work of the professional school. In the face of the apparently inevitable tendencies of reorganization shown, however, they must come to be regarded as atypical, the prevailing type conforming to the trend of reorganization as disclosed." [36]

Finney's objection to this conclusion is that "educational science can commit no more palpable fallacy than to assume that the trends *ought* to be in the direction because they quite evidently *are*." [37]

However, as shown in previous sections, espe- I, II, III, there are reasons more basic than the mere trend. The trend is the expression of valid forces at work.

VII

THE DEMANDS OF THE UNIVERSITY

The demands of the university are likewise reacting against the liberal arts college. As Haggerty recently said: "When you are spending from 80 to 85 per cent. of your budget for junior-college instruction (meaning work of junior college level), there is not much left for what a good many people think is the real work of the university." [38]

The implication is that the university would like to divorce itself from the traditional work of the first two years of college. If so, the junior college may exist independently of the university. Real university work would then start at the beginning of the junior year, as at present in Johns Hopkins University. Meanwhile, divisions must be made within the university between freshmen-sophomore and junior-senior courses as at the universities of California, Chicago, Washington, Minnesota, Nebraska, Oregon, and Michigan, and Stanford University. [39]

In Judd's opinion, the traditional four-year college may continue to care for the well-to-do student who wants a pleasant life; for the earnest student, undecided as to his future; and for the student preparing for "the broad indefinite profession of intellectual productivity, either in the fields of scientific or literary research." However, it is "unthinkable that the college will grow as it is today—a conglomerate of secondary courses and professional courses plus some other courses which are indescribable in any standard terms."

31 Meiklejohn, op.. cit., p. 26.
32 Cardinal Principles of Secondary Education, Bureau of Education, Bulletin (1918), No. 35, p. 11-15.
33 Hudelson, Earl, et al, op. cit., p. 397.
34 Ibid. p. 127.
35 Koos, Leonard V. The Junior College. Vol. II, p. 375.
36. Koos, Leonard V. Ibid. p. 381.
37 Finney, Ross L. op. cit., p. 348.
38 Hudelson, Earl, et al, op. cit., p. 19. (Insert my own.)
39 Ibid. p. 141.

He continues: "The new college will begin at the end of what is now included in the junior college requirements, that is, at the end of general education of the secondary type. It will require of the student some interest in concentrated study and will give him independence commensurate with his interest and maturity." [40]

He is obviously discussing the university proper, apparently giving the four-year college a place of relatively slight importance.

40 Judd, Chas. H. loc. cit., p. 249.

CONCLUSION

As admitted, to quote Koos, "a small proportion of the separate colleges, especially those with a ballast of endowment and a host of well-to-do and tradition-loving alumni, may be able to withstand the evitable trend and remain institutions affording unspecialized training throughout a four-year period." However, the vast majority for good and sufficient reasons must change, becoming either junior colleges or universities, or pass out of existence.

Which Electives Shall We Elect?

By JOHN W. DICKEY
Palmerton, Pa.

THE required subjects are required. Nothing can be said in advance for them. When we "fall in line" we will become acquainted with them. Then we will make the best of it.

But what about those subjects which we can choose? Which ones ought we to "take"? Yes, we talked about them when we studied guidance in the seventh and eighth grades; but when we now say: "Shall I take chemistry next year?" it is closer home. The question has more meaning than it had three years ago. Sometimes we ask our home-room teachers about them, but we know full well that the teachers do not know every subject in school as well as their own. It would be a good thing, we suppose, to go to the chemistry teacher, and hear about chemistry; to the biology teacher, and hear the fragmentary description of plants and animals; to the mathematics teacher, and listen to an unorganized talk on "x's" and "y's"; to the French teacher, and feel "abroad" until familiar surroundings make us aware of our old classrooms, etc., etc.

But wait a minute! Upon whose time are we infringing? These teachers are a professional class of people. We dare not do this.

How then can we learn about these electives? We desire information in order that we may choose wisely. We want the facts. Is it not possible that this professional class of people may give us unwarped, unprejudiced, free information about their specialties before we drift into them? We know that it is possible to inform us; and we believe they can and will.

Here is a suggested scheme. Have each teacher write a relatively short essay describing the nature of his or her courses. Bind these essays separately, or perhaps in one volume. Have enough copies to distribute to the necessary classes shortly before the close of school when subject registration is near at hand. Permit us to have the copies for a few days, or a week. Then we can select wisely.

We suggest another scheme. Have an Elective Day in our high school. During this day, or part of a day, permit the teachers to present their guidance information orally to the regular classes. Perhaps congregate in the assembly, and there let the teachers present their information orally. In either of these organized schemes the teacher's personality will enter, and rightly so, for this may make or break the course.

One more scheme. Combine these two big schemes. Place these essays in the hands of our home-room teachers during some activity period, or periods, where we may examine them with the help of the teacher's explanation. Follow this essay-investigation with the teachers' talks. But whatever you do, kindly let the teachers rotate from class to class, instead of rotating being done by us; seeing that for us to parade the halls is a function of jubilee. Sometimes we want facts; sometimes, a jubilee. Here we want facts!

We realize that there are a number of dangers inherent in our schemes; but we also feel great dangers in choosing without knowing. A teacher may color the picture with too deep a chroma, or too faint a color-depth. The printed essay would partially eliminate this undesirable effect. Again, a teacher may somewhat change the content of the course from year to year. The oral-presentation scheme would largely eliminate this danger. We feel, however, that a course would be rather typical despite minor alterations from year to year. This being the case the essay would give us the correct mind-set. This is what we want. Give us a mind-set! Give us the "big idea"! We want to choose wisely, and to do this we must be informed!

I believe in the ability of high school pupils to decide wisely for themselves after being informed.

Problems for Research—III

By WILLIAM D. PARKINSON
Fitchburg, Massachusetts

The Tendencies of Subsidized Education

IT IS the present policy of the Federal Government and of many of the states to subsidize local enterprises in special departments of education. As yet the subsidies are limited in the main to agricultural, industrial, and home economics education, but there is no permanent reason for these limits. We have simply started with them, and as there were certain constitutional scruples to be overcome to obtain federal funds for education, it was necessary to be content with modest concessions to begin with. The limits have already been exceeded in some particulars, and there is no fundamental reason for the distinction between these particular phases of education and other vocational phases, or even for limiting the stimulus to the vocational field at all.

The simple fact is that we are started, and it is time to inquire whither we are bound. There are certain positive tendencies which, if not faced and safeguarded early, may ultimately involve us in a situation so anomalous that escape must be sought either by ignominious retreat or by another constitutional amendment to justify a further advance in a direction still dubious. The government must ultimately either back out or see the thing through.

A subsidy is frankly a stimulant employed to promote an activity which is deemed essential to the public welfare, but which has not developed in due proportion with others that are related to it and perhaps dependent upon it. Now a stimulant is properly a temporary expedient. It is folly to continue it after the tardy activity has been sufficiently quickened. It needs to be withdrawn before the favored activity outruns others equally important. But government aid, once enjoyed, is not easily withdrawn. It is easier to retain it, and to restore the balance by extending similar aid to others that feel themselves slipping behind. When agricultural and industrial education shall have outrun commercial education, it will be far easier to persuade the law-making body to extend the subsidy to the latter than to withdraw it from the former. Certainly physical, safety, adult, secondary, even humble elementary education, and all forms of so-called progressive education, as they come to realize their relative backwardness, will find it more tactful to promote their causes by asking to be included in the government aid than by asking to have it withheld from their more favored associates in the common educational tasks. And when the alternative between a share for all and no bread for any begins to loom, the ins will always be found heartily supporting the claims of the outs. The expansive force of a subsidizing policy is beyond calculation, and calls for no less caution and vigilance than does a cache of dynamite or an explosive shell.

But this is a political rather than an educational tendency. There is another, not so obvious to the onlooker or to the menaced taxpayer, but more serious in its educational bearing. It is the tendency to establish a no-man's land along the margin between the subsidized and the unsubsidized territory, within which there is a degree of obstructive constraint. Each party hesitates to approach the border-line until fully prepared to cross it.

This is best illustrated by the case of a city in which the administration of vocational education is lodged with one board and that of general education with another. Such a city may long hesitate about establishing a technical high school for boys or a practical arts high school for girls because such schools are near the dividing line between the two fields. The distinction between the trade school and the manual training shop is not clearly understood by the general public, and there is fear that the one type of school may seem to compete with the other. It is not necessary to ascribe any narrow jealousy to either board. It may be to the credit of both that they are wary of raising any issue that might be construed as inviting controversy between partisans outside the boards themselves, thus endangering progress along the whole front of their joint cause. Nevertheless the delay may have cost several generations of children a much-needed training.

This margin between the two is often equally obstructive when the control is wholly with one board. The manual or domestic training adapted to the needs of students in pursuit of general culture requires much of the same equipment as that of a vocational school, and in a small system both might use it to advantage. Both might even benefit from the same instructor. Between the needs of the two the most irreconcilable difference lies in the greater proportion of time to be given to the subject by the one for whom it is a major pursuit. But because one is subsidized and the other is not, the two must be kept distinct. In a community large enough to maintain both types of instruction independently, this may not be a disadvantage unless it works as in the instance cited above. But in a small community, approaching the problem of providing manual or technical

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Personal and Professional

T. LUTHER PURDOM, director of the Michigan University Bureau of Appointments and Occupational Information, is rendering exceptional service to the state as well as to the students. Dr. J. B. Edmonson, dean of the School of Education, who is a master of the art of serving the University and the state, has brought together the Bureau of Appointments of the School of Education and the Vocational Counsel of Placement, and Dr. Purdom has for eight years demonstrated rare ability in humanizing professional service.

WILL C. WOOD, state superintendent of California banks, is to spend several months in South America, enjoying new scenes and experiences, establishing his physical system more securely, and will return to his state bank leadership ready for even better service than that already rendered. Mrs. Wood and their son will accompany him. Dr. Wood has been anticipating such recreational vacation, the first that he has ever enjoyed.

FRED W. BURRILL, superintendent, Augusta, Maine, newly elected president of the State Association, has been in successful service as high school principal and superintendent in Maine and New Hampshire since graduation at Bates College in 1897, promoting his professional education at Harvard University and the University of Maine.

ROBERT CLARK, State Teachers College, Dillon, Montana, whose "Arithmetic Apples," in the issue of October 14, has a delicious flavor which no other apple has had since Eve's tempting variety was in action, has had the same delightful personality as in the long ago when we were captivated by his skill in thinking and his art of saying what he thinks as no one else does.

JAMES J. QUINN, superintendent, Winchester, Massachusetts, elected president of the Middlesex County Association, has rendered important service in the State Association, demonstrating high professional ideals and intense personal devotion to achievement in education.

SAMUEL W. STRATTON, president of the Massachusetts Institute of Technology since 1923, was director of the National Bureau of Standards, Washington, from 1901 to 1923.

He is in strange contrast with his predecessors as presidents of Massachusetts Institute of Technology, in that he attends strictly to his business as the administrator of the most important institute of its class in the world, and is never the figurehead of anything else, whereas his predecessors were always in the limelight, always championing something of a public nature.

Rarely has any prominent educational institution in New England had a president of the same type of "minding his own business" as President Stratton.

WINIFRED JOHNSON, who has been on the faculty of the Cape Girardeau, Missouri, State Teachers College for a third of a century, was honored recently with a "Winifred Johnson Day" at the College, on which occasion everything was done that could be thought of to gladden her life through appreciation of the 5,000 students who have profited by her personal and professional inspiration.

MISS MILLA E. NEWLAND, nutritionist, is serving Charlestown and West Boston district under engagement with the Community Health Association. This is an important community service. She not only promotes health directly in many ways, but she gathers mothers in neighborhood clubs that she meets regularly and inspirationally.

J. FRANK MARSH, president of Concord State Teachers College, Athens, West Virginia, has had an admirable preparation for professional leadership. As secretary of the State Board of Regents and secretary of the State Board of Education he is probably better acquainted with the details of all educational activities in the state, educationally, than is any one else. We first knew him as principal of the Fairmont High School when Fairmont came into leadership in the state professionally. He has been a distinguished success in every position he has occupied.

LEON A. SMITH, assistant superintendent, Omaha, widely known for his extensive summer school work, has rendered exceptionally valuable civic service by the issuance of "One Hundred-fifty Questions and Answers on the Constitution of the United States."

Whoever learns these answers so that he can answer these 150 questions off-hand has high intelligent quotient in civics.

GEORGE W. DONAGHY, former governor of Arkansas, has taken front rank among the public spirited men of Arkansas by providing a gift of approximately the income on two million dollars for the benefit of the Little Rock Junior College.

They Say

LOTUS D. COFFMAN, president of the State University of Minnesota:—

"The general tendency of a person of maturity is to enact the things of youth that he himself wants youth to do rather than to interpret the things that youth needs and wants."

ALEXANDER MEIKLEJOHN, Experimental College, University of Wisconsin:—

"I would not destroy this new-found wealth. I would destroy the confusion it has caused and learn how to use the wealth to make us a truly great nation.

"Can we have books which are not written for profit, newspapers untrammeled by influence of money, an art whose only motive is to depict things as they are, a preaching which has neither desire nor need to please, courts of justice whose integrity and impartiality are beyond the shadow of a doubt, institutions of learning which devote themselves to the study of whatever is important for human living and which report their findings with faultlessness and self-respect."

RAMSAY MACDONALD, Premier of Great Britain:—

"Get your heart into your work whatever it may be, for work without heart is dead. Discipline yourself to drudgery, for by that you gain a mastery both of yourself and the world."

MICHAEL C. CAHILL, president of the New York State Bankers Association:—

"It is an article of faith in my creed to pick the man who does not take himself seriously, but does take his work seriously."

HAROLD S. HULBURT, University of Illinois:—

"A man at the time he causes an accident is not happily thinking of himself emotionally. A man who is comfortable in mind and body and at ease with himself, adjusted to his work, to his environment, and to his home life, whose work record is good, thus showing he is neither sick, perplexed, nor fatigued and also showing he is not misplaced, inadequate nor discontented—such a man is not likely to cause accidents. Ninety per cent of accidents are of mental origin and result through carelessness."

C. JUDSON HERRICK, the University of Chicago:—

"We all want to understand human nature better because it is our nature. The better we understand it the more likely we are to get along with ourselves, our neighbors, and our surroundings in general. We want to make life more worth while, to get as much out of it as we can, and to put as much into it as we can, to make a better living and to have as much fun doing it as possible. We need to know how we live, what the apparatus of life is, and how it works, in order to make a better job of it."

C. V. BUSH, Jamestown, N.Y.:—

"To many of our high school students adjustment will eventually mean finding their places in our present complicated commercial or industrial world. To others it means the selection of, and preparation for higher courses of training, many of which are along technical and engineering lines. To *all*, regardless of vocation, it should mean the interpretation and utilization of the modern mechanical and scientific devices which surround us; an intelligent understanding of our industrial institutions, and their relation to our economic and social life."

MILDRED L. BAILEY, New Bedford, Massachusetts:—

"Music now ranks third in the professions; and in this statement I do not include the manufacture or sale of musical merchandise, but refer only to those who produce music for pay. It seems that we no longer need consider 'the gentle art' a mere social accomplishment. It now possesses the capacity to earn."

DR. A. R. BRUBACHER, president, New York State College, Albany:—

"The work of the college student attunes him to keep in touch with all countries at all times."

ROGER BABSON:—

"Instead of buying values the speculating public have been buying quotations."

WILLIAM HOWARD TAFT:—

"The stadium overshadows the classroom—athletics have a dollar sign in front of them."

WILLIAM LYON PHELPS, Yale University:—

"But it is only within 200 years that mountains have been generally admired. Before that time they were usually regarded as ugly excrescences, both disagreeable and dangerous; and at the best they were no more to be regarded as objects of beauty than were pimples."

BRUCE BARTON:—

"One reason for the world's tribulations is lack of sleep."

Subsidized Education

(Continued from Page 438)

instruction for a few students, the matter presents itself somewhat as follows: Shall we provide equipment and instruction for the boys and girls who need shop or domestic training for four or five hours a week as a part of a well-balanced general education, or shall we wait until we can count enough students who, having chosen their occupation, desire to devote half their time to such training? If we provide it at once, it must be wholly at our local expense. If we wait, we shall have the aid of a subsidy. The premium is on delay. The stimulant has become a depressant. We shall probably wait. Meantime the children who might have profited by the non-vocational courses have substituted book work for the desired constructive work, or perhaps have dropped out of school for lack of the latter.

If, on the other hand, we had adopted the other course and had established our shops and our domestic apartment for those who are finding their way on but are not yet ready to commit themselves to a particular occupation, we still have the temptation to abandon them to their fate and turn to the subsidized type as soon as we discover enough students ready to embark on the full vocational course to establish our claim upon the more distant treasury. The two classes of students cannot be mixed, nor can a majority control. The equipment and the instruction must go to the more intensive courses, and the student who desired a modicum of agriculture or cabinet making or domestic training, either as an aid to finding his aptitude or as a balance to a scientific or classical course, must yield to the one who aims directly at making a living as a farmer, a mechanic or a housemaid. Were it not for the subsidy, both might be accommodated side by side without great loss to either, but the subsidy makes compromise very difficult.

The same difficulty shows itself in adult classes in evening school. The vocational class is limited to students employed during the day in the same industry toward which the instruction leads.

The person in the factory who wishes to prepare for homemaking, or who desires to learn mechanical drawing as a help in designing a home or an invention, is not admitted to the subsidized class. Many classes once maintained and well patronized by people seeking to improve their chances in the world have been closed to their former patrons and their successors in order to obtain the subsidy.

The foregoing is not an indictment of the movement for vocational education as such, still less of those who have administered it under the law. That movement is fully justifying itself, and vocational education is becoming more and more an integral part of the great scheme of American education. Moreover it has been administered with exceptional wisdom and tact for so great and so uncharted a movement. Nor is the method chosen to promote it to be condemned, for it is doubtful if a better method can be suggested even after the thing is done, when wise suggestions are usually available at moderate rates. Human methods seem always to have imperfections to be studied and if possible overcome. It seems proper, therefore, to call attention to certain divisive tendencies inherent in the policy of subsidizing portions of the field of education, and the difficulty of either sharply defining or long maintaining boundary lines between such portions.

Some of these difficulties and tendencies are educationally obstructive and vicious, and whither they will lead in the long run, indeed how far they have already led, are questions of quite as much moment to education as those of measuring intelligence, grouping by ability, or selecting words for spelling.

Hence our questions for research:—

(a) Can public education long continue half-subsidized? If not, what is the way out?

(b) While it does so continue, must there always be a no-man's-land between the subsidized and the unsubsidized portions? If not, how is it be bridged?

TWO NEW BOOKS OF DISTINCTION

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Isn't it almost essential that a pupil should learn something of the ways and means by which people make a living? Here is a new text that not only gives such information but also induces thought on social and economic problems. It is an exploratory text in general social science with an economic outlook. The illustrations are unique — all are cartoons or diagrams.

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A history and supplementary reader for the third and fourth grades that dramatically tells of life in early America.

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All Fed Up On Life—

By ARTHUR DEAN

This is the fourth in a series of articles from our Social and Moral Survey of Youth of high school age.

Young readers were asked to answer "Yes" or "No" to the following statements.

These statements were taken from letters sent to this department by youthful readers. Here they are:—

I am all fed up with life — sick and tired of it. Today we are here, tomorrow we are dead. Life offers little to justify itself.

The boy or girl who is told about life and is allowed to experiment with life gets along better when he or she goes to college or goes to work.

Giving a boy or girl more than one needs starts his or her undoing and leads to permanent dissatisfactions in life.

YOUTH REPLIES

"Fed up is right! Life offers nothing to me, nothing but the same old radio, same old movie house and same old gang day in and day out."

"Why is everybody so afraid to tell you about life when all we have in the world is life? All I have to do is live. Teach me to live. How will I know how to live if no one gives me any ideas as to some of the most important things in life like sex, marriage, jobs, getting ahead, and so on?"

"How can anyone be fed up with such an infinite and eternal thing as life?"

"Life would be awfully tame if there were no obstacles, and how would we know our strength if we had nothing on which to try it? The thrills come when we surmount our difficulties."

"Life is one glorious adventure after another. When the wind blows my hair, when the thunder bursts, when the breakers in the surf splash over me — then I realize how glorious it is to be alive."

"If the purpose of education, as I am informed by the president of the University of Chicago, is to unsettle the minds of young men and to widen their horizon, and to influence their intellect, I must say that my education has so unsettled me that I don't know where I am at, it has widened my horizon so that I cannot see my landing place, and it has influenced me intellectually so I can no longer think of simple and eternal truths."

"The fellow who said that he was all fed up with life has never tried to use his leisure outside of seeing a movie and listening to a loud speaker. If he were a reader, a hiker, or had a scientific turn of mind he would never talk that bunk."

"Parents who give their child more than it needs discourage his initiative and insidiously deprive him of aggressiveness, so vitally necessary for successfully competing with one's fellow men."

SUMMARY

It is impossible to express the results in pecentages. Those who were satisfied with life and had learned about it slowly and as they could absorb it, and had experimented with life with some knowledge of its meaning as a background, did not have occasion to say more than "yes" or "no."

But those who were grumbling with the way their parents brought them up and thought they should have been told all about life at the time when they asked the address of the stork, and had absorbed more ideas than they could digest, were inclined to elaborate in a long drawn-out explanation of why the world was out of step with them.

MY COMMENT

Boredom in these days of wonderful opportunities to use leisure wisely and usefully is an acknowledged index of stupidity. The trouble with these disconsolate youths is that they do not make leisure a creative thing. Artificial stimulants and the feverish, pumped-up gayety of wild parties helps make young people fed up with life.

Useless speeding in motor cars from nowhere to nowhere, over-accented music, and insistently demanding thrills lead directly to a jaded, joyless age.

Self-control for self-discipline is the answer. Parental discipline establishing right habits is the starting point. Later comes the knowledge of the meaning of life and skill in the use of tools which express life. Then comes experimenting with life and establishing a philosophy of life.

Self-expression backed by self-control gained through self-discipline obtains for one a philosophy with infinitely more meaning to it than "Today we are here, tomorrow we are dead."

Copyright.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Treasure-Hunting

Have you ever gone treasure-hunting? I am sure you have, for the desire to seek treasure exists in every heart and impels people now, as it has always impelled them, to seek adventure and joy in the discovery of some cherished thing. Every nut picking expedition into the cool October woods is an exciting treasure hunt; every trip during the summer, camera in hand, in search of lovely pictures, is also a treasure hunt; every time a boy goes fishing he seeks for treasure in the blue waters of the stream.

In some way or other all of us, all day long, are on the search for treasure. One seeks knowledge, another power, another money, another a happy hour or a good job, another pleasure in the society of friends,—all treasure-seekers in the vastly rich places of the earth. I, also, am a treasure-seeker. One particular search takes me on through two gates which I open for myself,—beyond the two gates is always a wonderful land full of enchantment and adventure; you know what I mean—the two gates are the two covers of the book I happen to be reading.

Beside me I keep a pad and pencil and whenever I find treasure I write it down, in order that I may not lose it. You may wonder what kind of treasure I seek, well, sometimes I look for beautiful gems of thought, and sometimes I look for good clear pieces of reasoning, and sometimes I want the sparkle and gleam of the diamonds of happy laughter.

Yesterday I went searching for pictures—little beautiful pictures, all painted in lovely words. This sort of treasure is very hard to find, but I was fortunate. I found a most beautiful picture in a book written by Robert Louis Stevenson.

I am going to show you this treasure, but don't expect too much. It is only a little picture, I assure you, though a very delightful one. I wonder if you have ever gone into the woods in the autumn and watched the sunlight falling in little patches onto the leaf-covered ground. Little soft patches of shadow seem to flutter in and out through glorious golden and russet patches of sunlight. Notice how delicately and beautifully this picture of the fall woods is painted by Mr. Stevenson; notice, too, how few the words he uses, and yet how vividly they express the thought.

"I came," he said, "into a thicket of low trees, all full of moths of shadow and butterflies of sun."

—

Friends

I wonder if we appreciate the meaning of the word 'friend'! Friends, real friends, are an advertisement to the world of our own worthiness. Each friend is a compliment, a tribute to our worth. He who stands in the centre of a great and admiring throng of real friends is a worthy person indeed, —one fit to be trusted with valuable things, even with one's life.

I think that only he has real friends who is worthy of them. Here, then, is a test, a thermometer, so to speak, of our worthiness. Let us set this instrument up before us and measure ourselves by it, each one noting the number and character of his friends.

I pity that boy who cannot truthfully say: "I have one friend, so and so, who is self-respecting, who does not curse, who does not lie, who does not smoke cigarettes, who is a real boy, just the same, and a real friend."

I am very sure that people who are banded together in wickedness or filth or laziness are not real friends. It is their common interest in evil that holds them together. They know too much about one another to have any confidence or trust, and without these two elements, friendship simply cannot exist.

A real friend, however, is like a thing of beauty. It is a joy forever. In trial and in moments of great joy he is an understanding heart. In weakness he is strength, and in days of disaster, a highway to another victory.

There is a story told of Benedict Arnold. The unfortunate man was on his deathbed. Just before he passed on a visitor approached his side and said: "Mr. Arnold, can't I do something for you? Can't I send you something?" Arnold looked up into the face of the man and said: "Yes, just send me one friend."

I wonder if there is not a tremendous lesson in this. Was not Arnold, after all, his own worst enemy. In abandoning his country's cause did he not abandon his friends and himself?

As a last word, girls and boys, let me say to you: Friendship grows like a beautiful plant. It will thrive for you, if you set it in the sunshine of a lovable disposition, then water it with truth and keep the earth soft about its roots by the doing of gentle, helpful things. And when it blossoms, is there any bloom more fragrant or more beautiful in your home than the presence of a friend? Let us agree that there is not.

—

Open Books

If I were to ask you to show me a book I wonder what you would do! I fancy most of you would select one printed in black and white and bound in cloth or paper. You would open it and say: "There is a book." Suppose now I said: "But that is not the book I mean." What would you do next? One little boy to whom I put this question said: "I would show you another book."

Will you be surprised when I tell you that the world is full of books not made by man? Books that have leaves, too, and are bound in glorious cloths and colors and have writing on their pages far more wonderful than any writing the wisest man has ever done. I know you are curious now to know what books I mean. Well, have you ever seen a butterfly? Have you noticed the two leaves of that book, gloriously decorated as only a master can decorate? Have you noticed the velvety back that holds the leaves together and have you tried to read the writing on the inside when the leaves open as they poise above a flower; and then, there is the bird; what a wonderful two-leaved book that is, carrying itself about from place to place and singing, actually singing, its lovely meaning into the ears of men! What a clamor and a hub-hub there would be if the books of men could perch themselves on the backs of our chairs and talk and sing to us! Glorious, wonderful bird-books, how does the Deity speak to us through you, giving us a new revelation in every song of oriole or thrush!

And then, my friends, there are the little books of flowers. How gently the crimson or golden leaves open to the sun, set high on pedestals just where the eyes of men can bend and read them. Why, the Deity actually mounts these little books on reading stands and opens up each one so gayly that even the eyes of children sparkle at the sight of them;—and the golden hearts where the mystery of life is

recording itself in the making of little seeds,—what a story for the understanding eye—how scientists delve and peer and scratch their heads in reading it! Wherever we go, across the world the little flower-books wait for us that we may never be without an interesting story to beguile the hours.

There are other books, too, thousands of them, from the snow crystals that we trample underfoot to the leaves of a mountain size where the valleys unfold with a silver ribbon of river running down as a page marker.

And so, none of us need be without reading matter, and none of us need read any but the best, and none of us need read a thing that does not give light and grace to our inner spiritual selves. The glory of the story of the butterfly, the bird, the flower, the moon unfolding its golden leaf above the hill, is the glory of the spirit of all good things and no evil ever enters into it.

The Thanksgiving of the Unselfish

To many persons thanksgiving is a very selfish thing. Mothers and fathers and teachers help to make it so by suggesting that girls and boys give thanks for all the good things that have come into their lives. They remind them of the goodness of God to them, the kindness of those about them, of the wonderful country in which they live, of their good health, of their young strength, of the food they eat and the clothes they wear. They go even farther and invent thanksgiving prayers for them, that deal with all these things. Now, of course, no sensible person would deny that thanks should be offered up for the blessings that others shower on us; that is the courteous and proper thing to do. It shows that we are aware of the goodness of others and appreciate it, but still, it seems to me, our thanksgiving would be of a higher and nobler sort if we could mix in with our selfish thanksgiving a thanksgiving free from all references to our own well-being. Suppose, for instance, in addressing God, we said something like this: "I am grateful, my Father, for the good, kind parents you have given little Johnny Jones. I am sorrowful because Mary's mother has been taken from her, but thank you, just the same, for the twelve years that Mary had her mother with her. I thank you also for the splendid crops that the farmers in distant parts are enjoying. I thank you for everybody's joy and everybody's goodness and everybody's noble thoughts because I know that out of such things comes a happier world for other people." Suppose, again, in addressing our parents we say something like this: "I am grateful, my dear parents, for the money you sent the Red Cross yesterday, for the ten cents that I saw you drop into the poor box in the church, for the job, you, my father, gave that man who had been out of work for six months; for the basket of good things you, my mother, gave to the needy ones on the next street. I am thankful for every little act of gentleness you have ever done to some one else."

And then suppose in referring to ourselves we said: "I am thankful, little spirit of mine, for the smile you brought to Jane's face by saying that nice thing about her little brother; I am thankful, little spirit, for the kind thought that led you to make friends with the lonesome girl who has just moved into our neighborhood; I am thankful, little spirit, for every generous thing you ever did for anybody."

"Well," you may say, "that is certainly a funny way to observe Thanksgiving, when everyone else is being thankful for what God has done for their special benefit." If you should say that I should answer: "Of course, he who receives should give thanks for himself, but we have brothers about us in the world and greater is his merit who rejoices in their well-being, sorrows in their trials, and is one with them in a deep spiritual partnership."

Opportunity

Opportunity once met a man on a broad highway. Opportunity wore a high beaver hat and walked with a crooked cane. Opportunity's legs were crooked, too, as were his arms and fingers and his long skinny neck. "G-Good day," stuttered Opportunity, "may I g-go with you a crooked mile?" "A straight mile is bad enough," said the man with a laugh, "but a crooked mile is impossible. No, indeed! I shall go from Here to There by as straight a road as possible."

"Then, at least let me g-give you this crooked sixpence. You se-see, I found it back there beside the crooked stile."

"Oh, no, indeed," laughed the man. "Keep it yourself. A good sixpence is little enough, but a bent one is only an irritation to one's pocket."

"Oh, k-kind sir," begged the crooked man. "At least take my crooked cat. She is a good mouser, I assure you. She is a good mouser even if she h-has a crooked meow."

"What a fool I would be to bother with your cat," growled the man, getting angry. "Be off with you!"

"Oh, k-kind sir, at least take this little c-crooked mouse. I assure you——"

"No, no! I tell you no!" cried the man. "I don't like mice, especially crooked ones. Begone, I tell you, or I'll add another crook to that back of yours."

"B-but, k-kind sir——" urged the crooked one. He got no farther, for with an ugly look the man turned and made off as fast as he could walk. When he was out of sight the crooked man smiled a crooked smile, then a straight smile, then he uncrooked his back and his neck and straightened out his legs by kicking out one after other. Then he smoothed out his cane and pressed the sixpence between his thumb and forefinger. The crooked cat also straightened herself out and the little crooked mouse sat up in the dust of the road and preened his perfectly straight whiskers.

"Well, well," said Opportunity. "Some people are afraid of appearances. Just yesterday I offered a young fellow a real diamond in the rough, but he refused it because he said it would take too much elbow-grease to cut it properly. But come, come, we must change our looks again, for here comes another of those young folks looking for his heart's desire in the dust beside the road, as though anyone would leave a heart's desire in such a common ordinary place."

Christmas Suggestion

Dear Friends Everywhere:

For many months there has been an insistent demand for bound copies of my Chats.

I am glad, at last, to tell you that my fables and retold legends may now be had in book form.

The John C. Winston Company, 1006 Arch St., Philadelphia, has just issued two volumes, "Wings of Flame" and "New Found Tales," at two dollars each, bound in real Christmas style.

The make-up of these books is beyond anything I had expected. Beautiful gold figured covers with color inserts; big type for easy reading; color illustrations; black and white drawings; in every way a worthy receptacle for the spiritual message I have tried to give.

Children will appreciate and be benefited by a gift of this sort.

These books may be ordered from the publishers.

Cordially yours,

Joseph B. Egan.

EDUCATION IN ACTION

Higher Standards Of Superintendents

Among the signs of progress are the country-wide efforts to improve the status and the supervisory practices of rural school superintendents, county, division, or district, according to the terminology peculiar to the state affected. A study recently completed in the Office of Education concerned chiefly with the salaries and legal provisions concerning the rural superintendency shows an increase in the average salaries for the United States of approximately $500 in the six-year period from 1922 to 1928. More significant than the improvement in average salaries is the fact that the number of superintendents in the higher salary groups has increased in all states, in varying degrees of course, and that the maximum salaries, while still inadequate, have improved materially. There has been, too, a corresponding increase in the qualifications demanded legally and otherwise. A few of the states now require rural school superintendents to have college training equivalent to or in addition to a bachelor's degree, including special courses in supervision and administration.

Financing Foremost Educational Problem

Financing public education now constitutes the foremost problem in state educational legislation, the assistant specialist in school legislation, Office of Education, Ward W. Keesecker, states in a biennial survey of educational legislation just published. Mr. Keesecker in presenting a brief summary of the state appropriations for the support of public schools concludes that within the past decade practically every state has in some way endeavored to equalize educational opportunities by increasing state aid to poor communities.

Property Valuation Of Normal Schools

The property valuation of normal schools and teachers colleges in the United States has increased more than one-third during the past decade. Ten years ago there were about half a dozen teachers colleges with valuations of a million dollars or more; now there are more than a score of such institutions. Eight or nine teachers colleges have valuations of from two to three million dollars each. In ten years approximately fifty schools show incomes increased by 200 per cent. or more; at least two show an increase of from 1,000 to 1,400 per cent. The receipts from the state for maintenance and capital outlay have likewise greatly increased. Current expenditures per student in teachers colleges are typically nearly twice as great in institutions with less than 400 enrollment as in schools of more than 1,700 enrollment. The approximate median annual cost per pupil to the state in terms of current expense is about $300 in normal schools, and $270 in the teachers colleges.

Urges Teachers Study Civic Life

The good teacher should be not alone well trained for her job, but should educate herself in the spirit of current life, Dr. Frank Cody, superintendent of Norfolk and Middlesex County Teachers (Massachusetts), told a joint annual meeting of the Norfolk and Middlesex County teachers associations held in Boston. Dr. Cody urged the teachers to enter actively into the life of their community, to be "regular" citizens, and thus to give their pupils the benefit of a well rounded experience and understanding of life. Dr. M. G. Brumbaugh, president of Juniata College, Huntington, Pa., the other speaker, took for his topic, "Marks of Great Teaching." The great teacher, he said, should have three main qualifications: she ought to be a "great giver," that is, she should have a generous unselfish spirit which would enable her to give the best that is in her to her charges; she should lead a "great life," because all the great teachers have lived great lives; and she should be a "great lover" of human nature, particularly of the children entrusted to her care. "Unless you have a deep, strong, sincere interest in your work and in your pupils you will not go very far or accomplish much in the way of enriching the life of the community," Dr. Brumbaugh said.

Religious Education In Schools Favored

The competition by religious sects among themselves is the reason for the almost complete absence of religious education in the public schools of the country today, Dr. Luther A. Weigle, dean of the Yale Divinity School, stated recently. Catholics, Jews and Protestants alike, and more particularly Protestants, Dr. Weigle said, each raised their partisan objections to various types of religious education in the schools, so that now, he said, the schools, with the exception of schools in Massachusetts and a few other states, are stripped of education in moral convictions and religious faith. Dr. Weigle found that the disappearance of religious education in schools started around 1800, when it commenced as a by-product of the agitation for religious freedom and open public opinion. Today, he said, it has come to the point that public school-teachers are afraid to make any comment on religious matters, for fear of community punishment. Dr. Weigle characterized the situation as "strange and dangerous," and with grave consequences for the youth of today.

Fears the Loss Of Another Edison

President Stratton of Massachusetts Institute of Technology recently declared it was unfortunate that there were not better teachers of science in secondary schools. He said there were many of those teachers who did not comprehend what gigantic steps had been made by modern science. The science courses in the high and other preparatory schools were the foundation for technical courses in college, and he said it was unfortunate that teachers in the secondary institutions were not adequately paid so that a more skilled type of instructor would be attracted. Many scientific students leaving college were taken over by business houses which made them attractive offers. Dr. Stratton added, however, that there were teachers of science in those schools who deserved a great deal of credit for their preparation of students going to college. Many students in the secondary schools were admirably fitted for pursuing a scientific career, he said, but sometimes they were not encouraged and the natural result was that perhaps another Edison was lost to the country.

Cuba Opens Technical Schools

Too many doctors and lawyers in Cuba against the small percentage of skilled industrial workers has led the government to open technical schools in Havana and Oriente Province. The first manual arts school has already started in Oriente Province.

Canadian Lad Best High School Orator

Roch Pinard, eighteen, won for Canada the world's high school oratorical championship, defeating eight other nations' speakers in the fourth international oratorical contest held in Washington. Herbert Schaumann, 19, Interburg, Ger., was second, and Roberto Ortiz Gris, 18, Oaxaco, Mex., third. Germany's and France's Ambassadors to the United States congratulated the winner as the judges announced the decision. The other contestants, who also congratulated young Pinard, were: Ben W. Swofford, 18, of Kansas City, who represented the United States; Gabriel Fouche, 17, France; Benigno Petit Lecaros, 19, Peru; Miss Lis Torsleff, 18, Denmark; Vicente Pardo Suarez, 19, Cuba, and W. Whitnall Allen, 19, England. Mr. Pinard outlined the activity of his country among the nations. Like other contestants, he referred repeatedly to the growing good will among the world's nations, asserting "the duty which devolves on every population today is to cooperate to the union and good understanding of the world."

University Dramatists Attend "Serious" Plays

Serious plays are greatly preferred to musical comedies and revues by members of the senior course in dramatic art at Princeton University. A questionnaire was submitted by Dr. Donald Clive Stuart, head of the university dramatic activities, which asked each student to list every theatrical production attended during the last year and the type of play which was most interesting. Dramatic performances and operas outnumbered the lighter forms of theatrical amusement four to one. There was apparently no interest in farce comedy.

College Opponent Makes Donation

Floyd L. Carlisle, investment banker, who recently was quoted as saying a college education unfits a boy for a business career, has been revealed as the donor of $20,000 to St. Lawrence University, Canton, N. Y. In a letter to Owen D. Young, chairman of the General Electric Company and of the university's board of trustees, Mr. Carlisle explained his "true views." "I most heartily recommend a college education as a foundation for any intended profession or career and only wish every boy and girl in the world could enjoy it," he said. "A boy, however, leaving college at twenty-two and entering a business organization at the bottom, as he must, is under a severe handicap to the boy who has started four years ahead of him. This handicap, of course, can be overcome, but it is no light one." Mr. Carlisle specified in his letter that the $20,000 gift is for use in the university's forestry teaching and experiments.

Leisure Hobbies Of Boys and Girls

Going to the movies or the theatre and reading books are the favorite ways of spending their leisure of 65,000 girls, between the ages of fourteen and seventeen, who attend continuation schools throughout New York State, according to a recent survey by the State Education Department. Working boys of the same age, also attending continuation school, expressed a preference for sports and physical exercise. Lectures and educational courses, aside from those of the part-time school, appealed to only a few.

Chinese History Has 1,064 Volumes

A voluminous Chinese encyclopaedia, entitled the T'u Shu Cli Ch'eng, which contains four times as much matter as the latest edition of the Encyclopedia Britannica, is featured in the exhibition of the Chinese Department of Columbia University in connection with its 175th anniversary celebration. Valued at $6,000 in 1902 when the Chinese Government presented it to Columbia, it is comprised of 1,064 volumes. The encyclopaedia is the work of Ch'en Meng Lei, a Chinese scholar recalled from banishment to Manchuria at the beginning of the eighteenth century by the Emperor who had conceived the project. Completed in 1712, it was regarded as the most literary achievement of the age, but the author, whose banishment had come from participating in a rebellion against the Manchu dynasty, was given little credit for it, as the official editor was ordered to obscure his part in the work. Grotesque illustrations are scattered throughout the books, particularly fantastic being those of little known or fabulous countries. Like most Chinese reference works, the T'u Shu contains no original articles on any subject, merely extracts from previous works.

Night Schools Fighting Illiteracy

More than 750,000 foreign-born residents have enrolled in night schools of New York State during the past ten years, according to a report issued by the State Education Department. The report gives an average attendance of about 37,500. To instruct these night school pupils "the state employs each year more than 1,800 teachers and spends nearly $750,000," the report continued: "Contrary to popular opinion that since the passage of the restrictive immigration law few immigrants are coming to this country, each year sees well over 250,000 foreign-born entering our gates, nearly 30 per cent. of whom take up their residence in New York City and other cities of the state. . . . The mother tongue of 80 per cent. of New York's foreign population is some language other than English, and the last census showed that 300,000 white persons in the state, fifteen years of age or over, had no familiarity with the English tongue. For this reason the State of New York has concentrated its forces in an endeavor through the schools, aided by the adult education bureau of the State Education Department, to wipe out illiteracy. The results thus far have been favorable."

Schools Plan Character Course

Recent widespread criticisms of the failure of the schools to give adequate and effective moral training is leading the administrators of the New York school systems to reconsider the problem with a view to improving their present efforts in the direction of character development. The entire curriculum of the elementary schools has been in process of revision for years. A remodeled science syllabus was recently completed, and will be introduced soon in the higher primary grades. Other subjects, including the traditionally vexing subject of elementary arithmetic, have been reformed to meet modern standards and needs. The whole course of study has taken a sharp swing away from the purely classic and academic to the practical, immediate and concrete. The matter of revising the character training plans was left to the end. It is admittedly the most difficult and perplexing of the subjects to be dealt with by the board's educators.

Says Mathematics Leads All Sciences

In the past twenty-five years the United States has changed from a country occupying a negligible position in the science of mathematics to one of the leading countries in the field, Dr. R. G. D. Richardson, dean of the Graduate School of Brown University, said at the 272d regular meeting of the American Mathematical Society held at Columbia University. About 500 reports, each extending the existing knowledge of mathematics, are prepared in the United States annually, according to Dr. Richardson, who is the secretary of the society. Five publications devoted exclusively to discoveries in mathematics are finding it difficult to present all the worth-while material being prepared here, he said. Mathematics is far ahead of all other sci-

ences in its development, he added. None of the practical sciences, he declared, is developed far enough to be able to utilize the many discoveries being made in mathematics.

Arab School Strike Held in Jerusalem

The Arab school children of Jerusalem, in sympathy with their Nablus schoolmates who were flogged by the British assistant director of education for refusing to attend school, also went on strike. Agitators raided the schools and actually pulled pupils out of the classrooms, while in many places Arab policemen stood by taking no action.

Schools in Capital Increase in Number

Increasing importance of the national capital as an educational centre is evidenced by figures compiled by the Washington Board of Trade, showing that approximately 28,500 students are attending private universities there and that about $30,000,000 is spent annually on learning other than that provided by the public schools. The survey also revealed that there are approximately 2,000 persons engaged in teaching in other than the public schools, ranging from college professors to instructors in mechanical and commercial subjects. The six universities in Washington have an estimated enrollment of 17,500, private schools and girls' seminaries 6,100, technical schools 1,789, commercial and applied art courses 1,150, and business colleges 3,000. In addition, thousands are taking correspondence courses from Washington institutions, it was found.

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AMBERT G. MOODY, Mgr.
East Northfield, Mass.

TREND OF THE TIMES

ARMAMENTS for 1929 are costing important nations of the world $4,300,000,000, according to The Economist, the leading British economic review, in a remarkably well-documented article. The United States leads with 4,553,000,000 gold francs, approximately $879,000,000, and the British Empire, which includes Great Britain and all its possessions, comes second with an expenditure of $4,339,000,000. Europe spends about sixty per cent. of the total, the United States twenty per cent. and the rest of the world, including Japan, the remaining twenty per cent. It was stated that the United States can better afford what it spends than can any one else.

REGULAR TRANSOCEANIC Zeppelin service, carrying passengers, mails and, perhaps, small package freight, was brought nearer to reality recently with the incorporation in Delaware of a new enterprise, backed by the powerful National City Bank interests and known as the International Zeppelin Transport Company. The service which this company plans to install, it is believed, is between the United States and Europe.

CONFERENCE between the six great countries that build most of the world's ocean liners to effect an agreement on limitation of the construction of passenger ships has been suggested by Frank C. Munson, president of the Munson Steamship Lines. "The uncontrolled construction of passenger liners at present meditated by six different nations is one of the most wasteful and uneconomic actions in the history of shipbuilding," he said.

BUDAPEST, reputed to be one of the noisiest cities of Europe, where the nervous system of the citizens is continually assailed by the din of traffic, road-menders, track builders, etc., is to be made quieter by law. The municipality has appointed a special committee to prepare an order—the first of this kind in Europe—against street noise. The new law will not only regulate traffic noises of fifty-two varieties, but will also impose severe restrictions on household noises.

SEVERITY OF PRISON SENTENCES in the United States has impressed Miss Llewellyn Davies, one of England's few women lawyers, more than anything else during her two months' investigation of the American penal system. The prisons visited by Miss Davies included some of the best and some of the worst she had ever seen, according to Miss Davies, but the uniform severity of the sentences imposed by courts in this country as compared with sentences for similar offences in England constitutes the chief criticism made by the visitor. They found that penalties inflicted for legal violations average four or five times the length of those imposed by British courts.

NEXT GENERATION will have little opportunity to throw stones if Professor Philip Jordan, of Long Island University, is right. He predicts houses of non-shatterable glass, frosted and colored to admit health-giving rays of the sun and to exclude harmful rays.

JUVENILE DELINQUENCY in the New York City Children's Court began to show an appreciable falling off after the year 1912, according to Franklin Chase Hoyt, presiding justice of that court. "It continued to diminish until 1917, when it rose slightly, due to war conditions. From 1918 it fell or remained practically stationary for a few years until 1925, since which time it has risen perceptibly. There is nothing in this 'curve of delinquency' that indicates or even goes to show that prohibition has helped conditions, despite the arguments of some of its adherents," he said.

1,850 BANKS in thirty-nine states, with resources of $13,275,000,000, have been swept into various chain groups by the current "seismic revolution against individualism." The American Bankers' Association report says the details of the organization of the 273 bank chains that had sprung into existence suggest something resembling a modern feudalistic regime in finance. Each group has as a centre a powerful bank, or individual, or holding company, and small unit banks, by sale or exchange of shares, ally themselves with the stronger interests for mutual protection.

THREE HUNDRED YEARS ago, declares William J. Cunningham, professor of transportation at Harvard University, an English essayist proclaimed: "There be three things that make a nation great: Fertile fields, busy workshops, and an easy means of moving things from one place to another." "This was true in 1600," Professor Cunningham said. "It is even truer today under the complex conditions of modern civilization."

The BOOK TABLE

A GAME PROGRAM IN PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL AND THE JUNIOR HIGH SCHOOL. By Jessie Rand Tanner, State Teachers College, San Diego. Cloth. 257 pages. Boston, New York, Chicago, London, Atlanta, Dallas: Ginn and Company.

The chief mission of "A Game Program in Physical Education" is to broaden the horizen of play leaders in schools. I see play games in schools in every section of the country every year, and can count on my fingers all the play games I see from January to December.

In this book there are hundreds of games classified to meet conditions and occasions. It may reasonably be expected that there will be something new sometimes where "A Game Program in Physical Education" is used.

Whether this results in real life or not, teachers cannot escape exposure to a variety of games. If the book is used in teacher training classes it must promote intelligence in the game life of the schools.

There are several pages of music for games for songs, several pages of folk dances. There are eighty pages of group or mass games for low organization. There are stunts and athletic games and sports.

EDUCATION AND RELIGION. By Charles Franklin Thwing, president emeritus Western Reserve University. Cloth. 254 pages. New York: The Macmillan Company.

No other American has had the same vital relation to education and religion from 1890 to 1930 that Dr. Thwing has enjoyed. He had been prepared for it at Harvard University and Andover Theological Seminary when they were at their best, and had been eminently successful as the pastor of a historic church in Cambridge, Massachusetts, and of one of the most important church institutions, civically, socially and religiously, in the Northwest. A better preparation for a university presidency in the Middle West has never been the inheritance of any leader in education and religion.

"Education and Religion" is the thirtieth important contribution that Dr. Thwing has made to American library literature on these two significant American problems.

His four Bedel Lectures at Kenyon College, 1926-27, are followed with fourteen addresses on Construction and Reconstruction in Education delivered at college commencements and on other important occasions in recent years.

Every paragraph is a personal message to those who are bridging yesterday and tomorrow by a safe and enjoyable today. Nothing goes back to day-before-yesterday, nothing is wasted on day-after-tomorrow.

Dr. Thwing's writings are always the ripened past for a present harvesting for tomorrow's marketing.

MY BEST TEACHERS. A Study of the Faculties and Qualities of Mind. Prepared by James Arthur Dupre. Cloth. 319 pages. 27 Beach street, Boston: Meador Publishing Company.

Mr. Dupre, a thoughtful man of business, interested in having youth at school and in leisure prepare for better manhood and womanhood, for personal comfort and enjoyment, and for better service locally and nationally, the present and the future, has an interesting way of massing 414 lessons from the philosophy and experience of wise men of all time. He interprets these lessons through careful study from the angle of real life and classifies them in the light of his personal observations. The result is several hundred inspirations for youth and for those who should be leaders of youth.

NEW FOUND TALES, From Many Lands. By Joseph B. Egan, Principal Harvard-Frothingham School, Boston. Illustrated by Frederick Richardson. Cloth. 352 pages. Philadelphia: John C. Winston Company.

Mr. Egan needs no word of commendation to readers of his "Character Chats" which have enlivened the Journal of Education for more than three years. The John C. Winston Company has invested a vast sum in the "Wings of Flame" and "New Found Tales" creation, both in holiday attire, unsurpassed in the printers' and the binders' art.

These bewitching tales from every continent and from every language are literally New Found Tales and are translated into English for children for the first time.

These irresistible ennobling messages, which have a genuine thrill for the entire being, are the greatest imaginable offsets against the loose, crude appeal of the lower level of the emotional life of today.

What the flowing sap in the thin sheaf under the bark of the tree is to a million leaves in re-creating them each day throughout their season, these life-giving messages which have survived from the virtues of ancient peoples are as they appeal to the heroic and glorious sentiment of boys and girls of America today.

THEORY AND TECHNIQUE OF WOMEN'S BASKETBALL. By Marjorie E. Fish, State Normal School, Danbury, Conn. Cloth. 137 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

Basketball is the most sportsmanship game for groups of girls, and it can be and should be genuinely educational. Boys' games have become almost fiercely professional and wildly competitive. The old idea of physical exercises was to develop strength and muscles.

The best thought of the day for girls is the development of a taste for wholesome physical activity and grace of carriage and poise.

This book is focused for greatest usefulness in securing the best results for girls and young women.

Books Received

"The Psychology of Adolescence." By Fowler D. Brooks.— "Typical Plays." By James P. Webber and Hanson H. Webster. 2 Park Street, Boston: Houghton Mifflin Company.

"Plane and Solid Geometry." By G. R. Mirick, M. J. Newell, G. A. Harper.—"Work and Test Book in Elementary Algebra." — "Values and Methods in Health Education." By Walter Frank Cobb.—"In Wooden Shoe Land." By Thora Thorsmark. Evanston, Illinois: Row, Peterson and Company..

"Laboratory Manual for Modern European History." By J. J. Moe and M. S. Thorpe.—"Spider Webs and Sunflowers." By Mary G. Philips. Boston, Mass.: D. C. Heath and Company.

"Knights, Old and New." By Alice M. Hoben.—"The Young Citizen at Work and Play." By Pitkin and Hughes. New York City: D. Appleton and Company.

"An Introduction to Educational Sociology." By W. R. Smith. 2 Park Street, Boston: Houghton Mifflin Company.

"Tiny Town." By Margaret Cameron, Vivian Slaton. Evanston, Ill.: Row, Peterson and Company.

"My Best Teachers." By James Arthur Dupre. 27 Beach Street, Boston: Meador Publishing Company.

"Character Education." By Germane and Germane. New York City: Silver, Burdett and Company.

"Fundamentals of Educational Psychology." By Ira M. Gast and H. C. Skinner. 221 East Twentieth Street, Chicago, Ill.; Benjamin H. Sanborn Company.

"Moccasined Feet." By I. H. Wolfschlager. 15 Ashburton Street, Bosston, Mass.: Ginn and Company.

"Stories of American Pioneers." By S. D. Heard and M. W. King. Philadelphia, Pa.: The John C. Winston Company.

"Women Pioneers." By Jane Y. McCallum. Richmond, Va.: Johnson Publishing Company.

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GRINS BETWEEN GRINDS

The Best Way

"Say," said the stranger, "how can I find a policeman?"

"There's one method that never fails," replied the inhabitant, "try to park your car somewhere."

He Who Jumps

Pedestrians' slogan: "He who jumps and gets away lives to jump another day."

Just Wait

Anxious Sufferer — "Doctor, how soon do you think I shall be well enough to eat things that don't agree with me?"

There's a Difference

Blinks—"He always takes his wife with him, I notice."

Jinks—"You're wrong, she always goes with him."

Obliging

Lady—"Are you sure that this orchid will bloom every 100 years?"

Florist—"Yes, but if it doesn't do so, I will take it back without conditions."

The Explanation

Waggish Diner (with menu): "Chicken croquettes, eh? I say, waiter, what part of a chicken is the croquette?"

Waiter: "The part that's left over from the day before, sir."

No Noticeable Deterioration

A chorus girl who had been ill returned at length to the cast. To one of her "friends" she said: "Well, how do you think I'm looking after the 'flue'?"

The other replied, sweetly: "No worse than usual, darling."—Tit-Bits, London.

And Oftener

An old Chinaman, delivering laundry in a mining camp, heard a noise and spied a huge bear sniffing his tracks in the newly fallen snow.

"Huh," he gasped. "You likee my tracks; I makee some more."

Tenting

A kindly but somewhat patronizing landlady inquired of the young bride how she and her husband proposed to spend their holiday.

"Our plans so far," replied the bride, a little distantly, "are only tentative."

"Oh, how delightful!" exclaimed the landlady. "I'm sure you'll enjoy camping out more than anything else you could do."

Headwork

A negro woman who had been particularly successful in bringing up her children was asked by a curious visitor what her secret was. Without hesitation the dusky mother replied:—

"Wa-al, yuh see, Ah nevah had no education, so Ah just nachally had to use mah brains."

Like a Boy

He was spending his first term at a boarding school, and his parents anxiously awaited the arrival of his first letter.

It was not received for more than a week, and it was short and to the point:—

"Dear People: "I don't think I shall be able to send you many letters while I am here. You see, when things are happening, I haven't time to write; and when they aren't happening, I haven't anything to tell you. With love to all, Harry."

At the Bazaar

The Gentleman — "It's certainly wonderful how high that tenor can go."

The Lady—"Yes, and at that he's singing for charity. When he's paid for it he can go much higher."

Why Teachers' Eyes Need Care

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JOURNAL MAIL BAG

Brief Talks at School Assemblies

Editor, Journal of Education: The majority of school graduates who do not come from homes of refinement are leaving school devoid of many of the accomplishments essential to make one a lady or gentleman. Their overworked teachers, bound to get through the required schedule, often feel in despair at the suggestion to undertake that education which properly belongs to the home. But a few minutes once or twice a week may arouse thought more prolific of good results in after years than anything learned from textbooks. If teachers take turns in looking through and summarizing the brief reports required from the pupils as to their observations and judgment, and have the best read to the Assembly, interest and emulation will be aroused, and the effort be very worth while.

The following opening for the beginning of a series of talks is here suggested. Before the year ends, such a course, presented by the teachers with the clearest voice and most attractive manner, ought to bring improvement in manner and ideas to thousands of future citizens. The writer, who is constantly addressing high schools in different parts of the country, finds marked difference in schools regarding the matters which are here stressed, which difference is doubtless due to the teachers. In some schools students in assembly hall and corridors seem to have no thought of anyone but themselves, and shout and act hilariously as they would not think of doing between acts at a theatre or in a hotel lobby. Teachers sometimes seem afraid of requiring deference to others.

FIVE-MINUTE TALK

There is something more important than high marks in algebra, French, or chemistry. Beauty is more essential in this world than anything but good conduct and good health. I want to take five minutes at each assembly to help you to think about creating beauty, and ridding the world of ugliness. We need a thousand times as much civic beauty as we have. Enormous, costly buildings alone do not make a city beautiful. Americans have thoughtlessly created a vast deal of unnecessary ugliness, which afflicts the public.

We want not only civic beauty, but beauty of furniture, of dress, of neatness, beauty of well-modulated voices, where there are too often high-pitched harsh tones; we want the beauty of clean-cut enunciation instead of a mouthing or slobbering over words, and the beauty of good English, where there is too often too much slang and a very scanty vocabulary. How to attain beauty in all these directions is more important than anything you will learn in textbooks. You may not use your algebra once after you leave school or ever refer to most of the dates that you will learn. Few women ever use any more mathematics than enough to keep a cash account and make out a tax bill; this is true of many professional men as well. But every day one must meet people upon whom it is most desirable that one should make a good impression and that beauty of conduct, of manner, of dress and voice should make one attractive.

Many people who think they like beauty, do not know what beauty is. They confound beauty with fashion, and adopt clothing, too tight, or too loose, or too short or ungainly, like a crazy-quilt in barbaric colors, because these are in the shops and it takes more care and judgment than they have to select what is harmonious and becoming. Beautiful things are sold beside these tasteless ones, but they prefer the most conspicuous. If one is to create real beauty it requires more brains than money. Fundamental principles of beauty do not change, however often the manufacturers want to make the fashions change in order to sell goods. Large numbers follow extreme fashion like a flock of sheep, and have no individuality. I want to help you to have good taste and courage in these matters.

Let us begin our study with civic beauty. I want each of you next time to hand in a brief criticism of our town. Mention several things that you admire, and as many that you wish were improved. Talk the matter over at home. Look at the streets and houses with keen attention. After that we will take up these matters in detail.

OUTLINE FOR SOME SUBSEQUENT TALKS

1. Civic beauty. European cities with better building laws have more requirements for health and better sky-lines. (Paris decreed that no story should cut off the sunshine in December from the lower story opposite.) Dangerous increase of congestion in traffic. New York business men have shown that they lose $1,000,000 a day from delay in traffic; unnecessary abnormal conditions deplored by the very architects who build the collossal buildings that largely create the evil. People need sunshine and space. Hundreds of thousands live all day by artificial light, and have their property values lowered by high buildings cutting off light.

2. Talk on need of city planning; of billboards disfiguring landscape; of unsightly dumps along railroads; of reducing smoke nuisance. Americans neater than Europeans within doors and have more bathrooms; but far less tidy outdoors. No finer architects than ours, especially in decoration and detail, but our cities, unlike European ones, grow up in helterskelter, hodgepodge fashion. The rising generation must help remedy this, and not permit costly fifty-story skyscrapers to be put on a sixty-foot street, when they need a ten-acre lot. After both talks ask further brief reports showing observation by pupils of defects of their own town.

3. Beauty in domestic architecture; contrast the newer buildings with those built in the Colonial period; in the seventies. Describe cities like Paris, Geneva, Berlin, simple material, but harmonious effect. No one should have the legal right, as he has not the moral right, to inflict inconvenience or ugliness on the public. Waste in our cities from tearing down good buildings and widening streets, due to lack of foresight. What is our town's building height? Have we an adequate zoning system?

In somewhat the same way there may be a succession of brief talks, not only on beauty of dress, manner, voice, but a series on other questions of vital interest and importance for young people to think seriously about—kindness, not only of one person to another, but of one race to another; jus-

tice—the difference between legal rights and moral rights. Criminality. Some of these questions, like modesty, reverence, may be discussed in special classes; nevertheless, a general survey is most important in ways which compel students to do some original thinking, and is recognized by the whole school, especially in technical or commercial departments, as what is considered essential to good citizenship and success.

Educators are beginning to see that much that the school gives does not produce satisfactory results. There must be a new perception of relative values, a new emphasis on many things which have been much neglected.

Lucia Ames Mead.

19 Euston Street,
Brookline, Mass.

Meetings To Be Held

NOVEMBER

18-19: National Association of State Universities in the United States of America; Sec. A. H. Upham, Miami University, Oxford, Ohio; Chicago, Illinois.

19: American Art Bureau, Chicago, Illinois; Sec. Edwin Brown, 106 W. Jackson Blvd., Chicago, Illinois.

20: Carnegie Foundation for the Advancement of Teaching, New York City; Sec. Clyde Furst, 522 Fifth Avenue, New York City; New York City.

20-21: Illinois City Superintendents Association; Sec. H. B. Black, Matoon; Urbana.

BOSTON PUBLIC SCHOOLS SPECIAL EXAMINATION TO BE HELD ON SATURDAY, NOVEMBER 23, 1929

The Board of Examiners will conduct examinations as indicated below, at the Administration Building, Room 81, 15 Beacon Street, Boston, beginning promptly at 9 o'clock A. M.

For Certificate XXX Day and Evening Industrial Schools. Major Subject: Oxy-Acetylene Welding.

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